

NCLB PLANNING CHECKLIST

The federal No Child Left Behind legislation describes some specific information and content that must be included in each Plan. If you have followed the District Framework closely, your planning process will include answers to most of the questions already. At most, you will need to clarify a few issues. The use of this tool is optional, but will help you to be sure your Plan fits the law. To use the tool effectively:

1. Ask each program coordinator in the district to read through the questions.
2. If your existing Plan already includes an answer, note where that answer is. KDE suggests that you keep a copy of the notes as a resource in case you are asked to show your federal compliance.
3. If you choose not to use the tool, please remember that NCLB requires that your District Plan process still must contain answers to all the questions listed here.

CHECK LIST	PROGRAM TITLE/ List of Questions
	<p>Many of these answers will be recorded in the Title I Ranking Report instead of the Plan.</p> <p>TITLE I-A: IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES</p> <ol style="list-style-type: none"> 1. How will this Title I-A plan coordinate with other NCLB Titles, IDEA, Perkins, McKinney-Vento, and others? 20USC 6312(a)(1) 2. What additional assessments, if any, will the district use to determine student success and report to teachers, parents, and students; help with diagnosis, teaching, and learning; determine what revisions are needed to Title I-A projects; and identify students at risk of reading failure? 20 USC 6312(b)(1) A 3. How will the district provide additional help to individual students assessed as needing help in meeting Kentucky's challenging student academic achievement standards? 20 USC 6312(b)(1)C 4. How will Title I-A coordinate with Title II to provide professional development in accord with NCLB requirements for parent involvement, professional development and qualifications of teachers and paraprofessionals? 20 USC 6312(b)(1)D [The NCLB requirements referred to are in 20 USC 6318 and 6319] 5. How will the district coordinate and integrate Title I-A with other services at district or school level? 20 USC 6312(b)(1) E 6. Which poverty criteria has the district used to select school attendance areas used to provide Title I-A services and distribute NCLB funds? 20 USC 6312(b)(1)G [The poverty criteria requirements are in 20 USC 6313] 7. In targeted Title I schools, how will teachers, in consultation with parents, administrators and pupil services personnel, identify eligible children most in need of services? 20 USC 6312(b)(1)H 8. What programs, generally, will be conducted by the district schools under schoolwide and targeted plans, and what appropriate services will be offered outside schools for neglected and delinquent children? 20 USC 6312(b)(1)I 9. How will the district assure that migratory and formerly migratory children receive services on same basis as others? 20 USC 6312(b)(1)J 10. How will the district use Title I-A funds to support preschool, especially children in Early Reading First, Head Start or Even Start? 20 USC 6312(b)(1)K 11. What actions will the district take to assist its low achieving schools identified as in need of improvement? 20 USC 6312(b)(1)L 12. How will the district implement public school choice and supplemental services consistent with NCLB requirements for schools identified as in need of improvement? 20 USC 6312(b)(1)

Title I-A continued...

13. How will the district meet NCLB requirements for professional development and qualifications of teachers and paraprofessionals? 20 USC 6312(b)(1)N [The NCLB requirements referred to are in 20 USC 6319]
14. What services will the district provide to homeless children, including services provided with Title I-A funds the district has set aside to serve homeless children who do not attend schools that participate in Title I-A? 20 USC 6312(b)(1)O. [The requirement to set funds aside is in 20 USC 6313(c)(3)(A)]
15. What strategies will the district use to implement NCLB requirements for effective parental involvement? 20 USC 6312(b)(1)P [The parent involvement requirements are in 20 USC 6318]
16. How (if at all) will the district use Title I-A funds to support after school, before school, summer, school, and school year extensions? 20 USC 6312(b)(1)Q

TITLE I-B WILLIAM F. GOODLING EVEN START FAMILY LITERACY PROGRAMS

1. How does the district show that it has the qualified personnel in place to:
 - a. Develop, administer, and implement an Even Start program; and
 - b. Provide access to the special training necessary to prepare staff for the program, which may be offered by an eligible organization? 20 USC 6381f(b)
2. What are the program objectives? What are the strategies to meet those objectives? How are those strategies and objectives consistent with the program indicators established by the State? 20 USC 6381f(c)(1)(A)
3. What activities and services will be provided under the program? Include a description of how the program will incorporate the program elements required by section 1235. 20 USC 6381f(c)(1)(B)
4. How many participants will be served, and what are the characteristics of the served population? 20 USC 6381f(c)(1)(C)
5. If appropriate, what collaborative efforts will the district make with institutions of higher education, community-based organizations, the Kentucky Department of Education, private elementary schools, or other eligible organizations in carrying out the Even Start program? 20 USC 6381f(c)(1)(D)
6. What methods will be used to:
 - a. Ensure that the programs will serve families most in need of the Even Start activities and services?
 - b. Provide Even Start services to individuals with special needs, such as individuals with limited English proficiency and individuals with disabilities?
 - c. Encourage participants to remain in the program for a time sufficient to meet the program's purpose? 20 USC 6381f(c)(1)(E)
7. How is the Even Start Plan integrated with other programs under NCLB or other Acts, as appropriate? 20 USC 6381f(c)(1)(F)
8. How will the district carry out rigorous and objective evaluation of progress toward the program objectives (see question 1 above) and make continuing use of evaluation data for program improvement? 20 USC 6381f(c)(1)(G)

TITLE I-C EDUCATION OF MIGRATORY CHILDREN

1. How is the district ensuring that they are identifying and addressing the special educational and support needs (those caused by migrant lifestyle) of migrant children with both migrant and non-migrant funds? Sections 1304(b) and 1306(a)(1); 34 CFR 200.83
2. How does the district ensure that services to migrant children are integrated with other Federal

programs (particularly those authorized by the ESEA) and state and local programs? Section 1306(a)(1)

3. How does the district ensure that migrant children have the opportunity to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet? Section 1306(a)(1)
4. How is the district meeting its obligation to consult with private school officials and to provide targeted services to eligible migrant students attending those schools? Section 9501 of statute and 299.6 of regulations
5. How is the district consulting with local parent advisory councils and involving them in the planning, review, and improvement of the local Migrant Education Program? Section 1118 of Title I, Part A and sections 1304(c)(3) and 1306(a)(1)(B)(ii) of Title I, Part C
6. What is the district doing to move migrant children (including those having English as a second language) toward proficiency in reading/language arts and math on State assessments? Section 1301(a)(1)(D) of statute
7. Is the district developing measurable outcomes for increasing the number of migrant students graduation from high school and for reducing the number of migrant students who drop out of school? Section 1306(a)(1)(D) of statute

TITLE I-D PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK

1. What are the elements of the program to be supported with Title I-D funds? 20 USC 6453(1)
2. What formal agreements does the district have with correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system about the program that will use Title I-D funds? 20 USC 6453(2)
3. As appropriate, how will participating schools coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend? 20 USC 6453(3)
4. What programs will participating schools operate for children and youth returning from correctional facilities? As appropriate, what types of services will those provide such children and youth and other at-risk children and youth? 20 USC 6453(4)
5. What are the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program? How will the school coordinate existing educational programs to meet the unique educational needs of such children and youth? 20 USC 6453(5)
6. As appropriate, how will schools coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility? 20 USC 6453(6)
7. As appropriate, what partnerships with local businesses will develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students? 20 USC 6453(7)
8. As appropriate, how will the program involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities? 20 USC 6453(8)
9. How will the Title I-D program be coordinated with other Federal, State, and local programs, such as

programs under title I of Public Law 105– 220 and vocational and technical education programs serving at-risk children and youth? 20 USC 6453(9)

10. How will the program be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable? 20 USC 6453(10)
11. As appropriate, how will schools work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities? 20 USC 6453(11)
12. What efforts will participating schools make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program? 20 USC 6453(12)
13. As appropriate, what steps will participating schools take to find alternative placements for children and youth interested in continuing their education but unable to participate in a regular public school program? 20 USC 6453(13)

TITLE II-A TEACHER AND PRINCIPAL TRAINING AND RECRUITING

1. What Title II-A activities will the district conduct? 20 USC 6622(b)(1)(A)
2. How will Title II-A activities be aligned with the curriculum and programs tied to the Kentucky Core Content standards, student academic achievement standards, and CATS assessment expectations? 20 USC 6622(b)(1)(A)
3. How are the Title II-A activities based on a review of scientifically based research, and why are the activities expected to improve student academic achievement? 20 USC 6622(b)(1) (B)
4. How will the Title II-A activities have a substantial, measurable, and positive impact on student academic achievement? 20 USC 6622(b)(2)
5. How will the Title II-A activities be part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students? 20 USC 6622(b)(2)
6. How will the district coordinate Title II-A professional development with professional development funded by other Federal, State, and local programs? 20 USC 6622(b)(4)
7. What Title II-A professional development that will be made available to teachers and principals (which may include teacher mentoring)? How will the district ensure that the professional development needs of teachers and principals will be met using Title II-A funds? 20 USC 6622(b)(5)
8. How will the district integrate these Title II-A funds with Title II-D funds used for professional development on integrating technology into curricula and instruction? 20 USC 6622(b)(6)
9. How have teachers, paraprofessionals, principals, other relevant school personnel, and parents collaborated in planning of the Title II-A activities and application? 20 USC 6622(b)(7)
10. What were the results of the Title II-A needs assessment? 20 USC 6622(b)(8)
11. How will the district provide training to enable teachers to teach and address the needs of students with different learning styles, particularly students with disabilities, with special learning needs (including students who are gifted and talented), and with limited English proficiency? 20 USC 6622(b)(9)A
12. How will district provide training to enable teachers to improve student behavior in the classroom? 20 USC 6622(b)(9)B
13. How will district provide training to enable teachers to involve parents in their child's education? 20 USC 6622(b)(9)C
14. How will district provide training to enable teachers to understand and use data and assessments to improve classroom practice and student learning? 20 USC 6622(b)(9)D

15. How will the district use Title II-A funds to meet the NCLB requirements for teacher and paraprofessional qualifications? 20 USC 6622(b)(10) [The requirements referred to are found in 6319]

E-RATE PLANNING

The federal E-Rate program requires specific information and content that must be available through your district plan process. If you have followed the District framework closely, your planning process will include answers to most of the questions already. At most, you will need to clarify a few issues. The use of this tool is optional, but will help you to be sure your Plan fits the law. Your plan process should include answers to the following questions:

1. What are the goals and strategies, aligned with challenging state standards, for using telecommunications and information technology to improve academic achievement, including technology literacy, of all students and to improve the capacity of all teachers to integrate technology effectively into curriculum and instruction?
2. Describe the district's professional development strategy to ensure that all students, teacher's and administrators know how to use current and new technologies to support educational goals.
3. What are the guidelines for filtering technologies regarding student and staff Internet access as outlined by SB230 and 701 KAR 5:120, including the implementation and maintenance of approved filtering technology in the district and in every school?
4. How is the district assessing the telecommunication services, hardware, software, and other services that will be needed to support education?
5. What is the district's budget to acquire and support the elements of technology: hardware, software, professional development, and other services that will be needed to implement the strategy?
6. Describe the evaluation process that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

TITLE II-D ENHANCING EDUCATION THROUGH TECHNOLOGY

Applying for funds through a consolidated local application does **not** relieve an LEA of its obligation to have a local technology plan that meets all of the statutory requirements.

1. How will the district use Title II-D funds to improve the achievement, including technology literacy, of all students attending district schools and to improve all district teachers' capacity to integrate technology effectively into curricula and instruction? 20 USC 6764(b)(1)
2. What are the district's specific goals for using advanced technology to improve student academic achievement, aligned with challenging State academic content and student academic achievement standards? 20 USC 6764(b)(2)
3. How will the district ensure that all district students and teachers have increased access to educational technology? Include how the agency will use these Title II- D funds to help ensure that:
 4. Students in high-poverty and high-needs schools, or schools identified under section 1116, have access to technology; and
 5. Teachers are prepared to integrate technology effectively into curricula and instruction? 20 USC 6764(b)(3)
6. How will the district identify and promote curricula and teaching strategies that integrate technology effectively into curriculum and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging State academic content and student academic achievement standards? 20 USC 6764(b)(4)(A)
7. How will the district provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center, including, if applicable, a list

of the entities that will be partners with the district involved in providing the ongoing, sustained professional development? 20 USC 6764(b)(4)(B)

8. What type and costs of technologies will be acquired with Title II-D funds? Include services, software, and digital curricula, and include specific provisions for interoperability among components of such technologies? 20 USC 6764(b)(5)
9. How will the district coordinate activities carried out with Title II-D funds with technology-related activities funded by other Federal, State, and local sources? 20 USC 6764(b)(6)
10. How will the district integrate technology (including software and other electronically delivered learning materials) into curricula and instruction? Include a timeline for such integration. 20 USC 6764(b)(7)
11. How will the district encourage the development and use of innovative strategies to deliver specialized or rigorous academic courses and curricula, including distance-learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources? 20 USC 6764(b)(8)
12. How will the district make effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents can reinforce at home the instruction their child receives at school? 20 USC 6764(b)(9)
13. How will Title II-D programs be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology? 20 USC 6764(b)(10)
14. What process and accountability measures will the district use to evaluate the effectiveness of Title II-D activities in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards? 20 USC 6764(b)(11)
15. What supporting resources (such as services, software, print resources) will be acquired to ensure successful and effective uses of technology? 20 USC 6764(b)(12)

TITLE III-A ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

1. What programs and activities will be developed, implemented, and administered under the Title III-A grant? 20 USC 6826 (b)(1)
2. How will the district use Title III-A funds to meet Kentucky's NCLB annual measurable achievement objectives for students with Limited English Proficiency? 20 USC 6826 (b)(2) [The requirements for LEP objectives are in 20 USC 6842]
3. How will the district will hold schools receiving Title III-A funds accountable for meeting Kentucky's NCLB annual measurable achievement objectives for students with Limited English Proficiency, making adequate yearly progress for limited English proficient children as required by NCLB and annually measuring the English proficiency of limited English proficient children so that children served by Title III-A programs develop proficiency in English while meeting Kentucky's NCLB academic content and student academic achievement standards? 20 USC 6826 (b)(3)
4. How will the district promote parental and community participation in programs for limited English proficient children? 20 USC 6826 (b)(4)
5. How will Title III-A language instruction educational programs ensure that children being served by the programs develop English proficiency? 20 USC 6826 (b)(6)

TITLE IV-A SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

1. How will the Title IV-A plan be coordinated with programs under this Act, and other Federal, State,

	<p>and local programs for drug and violence prevention, in accordance with section 9306; 20 USC 7114 (d)(2)(A)</p> <ol style="list-style-type: none"> 2. What performance measures will the district use for drug and violence prevention programs? (The measures shall consist of performance indicators for drug and violence prevention programs and activities including specific reductions in the prevalence of identified risk factors and specific increases in the prevalence of protective factors, buffers, or assets if any have been identified; and levels of performance for each performance indicator) 20 USC 7114 (d)(2)(B) 3. How will the district assess and publicly report progress toward attaining its performance measures? 20 USC 7114 (d)(2)(C) 4. What drug and violence prevention activity or program will be funded, including how each one will meet the principles of effectiveness described in section 4115(a), and the means of evaluating each activity or program? 20 USC 7114 (d)(2)(D) 5. How will the services be targeted to schools and students with the greatest need? 20 USC 7114 (d)(2)(E) 6. How will the program effectiveness evaluation results be used to refine, improve, and strengthen the program? 20 USC 7114 (d)(3) <p>TITLE V-A INNOVATIVE PROGRAMS</p> <ol style="list-style-type: none"> 1. What are the locally identified needs that fit the purposes and allowed fund uses for Title V-A? 20 USC 7215b(b)(1) 2. How will the district allocate the Title V-A funds based on the identified needs, among the allowed Title V-A innovative assistance programs? Include descriptions of the programs that the district intends to support and the reasons for selecting those programs. 20 USC 7215b(b)(2) 3. How will the district allocate Title V-A funds for the participation of children enrolled in private schools? 20 USC 7215b(b)(3) 4. How will Title V-A assistance contribute to improving student academic achievement or improving the quality of education for students? 20 USC 7215b(b)(4) 5. If the district plans to use Title V-A funds to support any same-gender schools or classrooms, how will the district comply with the U.S. Secretary of Education's guidelines for such schools and classrooms? 20 USC 7215b(b)(9) <p>TITLE VI-B RURAL EDUCATION INITIATIVE</p> <p>How will the funds be supplemental to other federal, state and local funds?</p> <p>How will the funds be used (teacher recruitment and retention; professional development; parent involvement; activities under Title I-A, Title II-A, Title II-D, Title III and Title IV-A)?</p>